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ABSTRACT

A four-year followup study was conducted among the 1969 graduating class of the Jackson County Adult Evening High School to assess the educational, social, and/or financial benefits of the program. Comparisons were made with the results of the one-year follow study. Results, based on the 90% of questionnaires that were returned, include the following: (1) a substantial number entered the labor market from the role of housewife; (2) job changes and promotions affected nearly 3/4 of those currently working part or full-time; (3) 27% have studied some additional subject since graduation; (4) 33-54% of those working full or part time are better off financially; (5) the program was worth the time and effort, financially and socially, to a large majority; (6) nearly all report being better off socially; (7) 100% think the program is a wise investment of tax money; and (8) passage of time seems to increase the benefits received by the graduates. Recommendations are made for additional similar programs, increased efforts to attract adult students to them, and efforts to resolve the dropout problem. Copies of the questionnaire and accompanying letters are included. (For related document, see AC 014 291.) (KM)

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A FOUR-YEAR FOLLOW-UP STUDY
OF THE
ONE HUNDRED GRADUATES - CLASS OF "69"
OF THE
JACKSON COUNTY ADULT EVENING HIGH SCHOOL COMPLETION PROGRAM

BY

JAMES R. GRAN

PROJECT ADMINISTRATOR

COMPLETED APRIL 1, 1973

FILMED FROM BEST AVAILABLE COPY

PREFACE

The evening of April 24 of this year (1973), the seventh Jackson County Adult Evening High School graduating class will receive their high school diplomas. Approximately four hundred and twenty adults will have completed their high school education by way of this evening school program including this seventh graduating class.

Each of the graduating classes has been or will be the subject of a one-year and a four-year follow-up study (one and four years after graduation).

This four-year follow-up study is the third to be completed and is a study of the class of 1969. This class was composed of thirty-five men and sixty-five women for a total class membership of one hundred. This class had the distinction of returning their one-year follow-up questionnaires with a 100% return.

Questionnaires from the one-year study were saved and comparisons of some responses to similar questions on both studies may be made.

It is hoped that the results of this four-year study will substantiate and/or reinforce the findings of the one-year study of this class, as well as provide additional information about our graduates and this program.

ACKNOWLEDGEMENTS

We especially wish to recognize the members of the Class of 1969 not only for completing their high school education, but also for their willing participation in this and the earlier study.

To be commended also, are the teachers and other staff members of this program who have contributed greatly to the success of this program, at the expense of time away from their families.

We recognize also the contributions of the Local Boards of Education, the Jackson County Board of Education, and the taxpayers. Without the cooperative efforts of these groups, the program would not be possible.

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CHAPTER I

BACKGROUND INFORMATION

The Problem:

Although the Jackson County Adult Evening High School Completion Program has completed seven years of operation, continued evaluation of the program is necessary.

The one and four-year follow-up studies (one and four years after graduation), while supplementing other evaluation devices such as pre-post test results, student, and teacher evaluations, are felt to be a most useful evaluation device. The "acid" test, so to speak, of the real effectiveness of the program.

While one-year follow-up studies may reveal relatively short-term benefits, it is felt that four-year follow-up studies would reveal other long-range benefits that may accrue to our graduates, in terms of educational, financial, social, and/or personal gains.

It is also felt that four-year follow-up studies might reveal any "halo" effects in the one-year studies, if any, because of the passage of more time.

The Purpose:

The purpose of our follow-up studies is to further evaluate the effectiveness of the Jackson County Adult Evening High School Completion Program.

These evaluations will help us to determine whether or not continuation of this program is justified, in terms of the results produced and the financial investment made.

Comparison of responses to the one and four-year studies may be made of some questions that are similar in both studies. "Halo" effects of

the one-year study, if any, may be detected. Cumulative benefits might also be revealed, particularly educational and financial.

Results of these studies, if favorable, should encourage continuation and establishment of similar programs, as well as help attract new adult students to these programs.

In addition, since each graduating class is the subject of the same follow-up studies, it is now possible to compare responses of classes on both the one and four-year studies. We plan to make such a comparison of responses on the four-year studies of the classes of 1967-1968-1969, in the near future.

Related Studies:

To the knowledge of this writer, the only related studies are those which have been made of this program.

The following studies of this program have been made:

1. One-Year Follow-Up Study - Class of 1967 - results published in Vocational Education Amendments of 1968, Part 2, which were the results of hearings before the General Subcommittee on Education in the 90th Congress.
2. One-Year Follow-Up Study - Class of 1968 - results published in the October, 1969 issue of Research in Education, Volume 4, Number 9.
3. One-Year Follow-Up Study - Class of 1969 - published in the October, 1970 issue of Research in Education, Volume 5, Number 10.
4. One-Year Follow-Up Study - Class of 1970 - results published in the August, 1971 issue of Research in Education, Volume 6, Number 8.

5. One-Year Follow-up Study - Class of 1971 - results published in the September, 1972 issue of Research in Education, Volume 7, Number 9.
6. Four-Year Follow-Up Study - Class of 1967 - results published in the June, 1971 issue of Research in Education, Volume 6, Number 6.
7. Four-Year Follow-Up Study - Class of 1968 - results published in the July, 1972 issue of Research in Education, Volume 7, Number 7.

Currently underway are this four-year follow-up study of the Class of 1969 and a one-year follow-up study of the Class of 1972.

A one-year follow-up study of the Class of 1973 and a four-year follow-up study of the Class of 1970 are contemplated.

It is hoped that the results of the studies underway and contemplated will be similarly published when completed.

Assumptions:

The following assumptions have been made:

1. The questions in the questionnaire will be correctly understood by the graduates.
2. The graduates will answer the questions in all honesty.
3. The questions are pertinent and will measure the benefits our graduates have received as a result of attending and graduating from this program.

Questionnaire:

Some of the questions used in the questionnaire of the four-year study are similar to some questions used in the one-year study of this class and comparisons of responses may be made.

Other questions used in the questionnaire of the four-year study are different and more pointed in terms of financial, educational, or social benefits.

The questionnaire used in the four-year study has not been changed so comparisons of responses made in the four-year studies by different graduating classes might also be made. All questionnaires have been saved so that future studies or comparisons may be made.

A copy of the questionnaire is found in the list of exhibits, Exhibit A. Also found in the list of exhibits are the three cover letters, Exhibits B, C, and D.

Hypothesis:

Is it important to be a high school graduate? Is it worth the time it takes? Do high school graduates receive any benefits by completing their high school education? What kind of benefits are received? Are these benefits the result of completing high school or chance occurances?

The questions above, plus many more that could be asked, are questions which need to be answered. I know of no better way to answer these questions than by asking the questions of the program's graduates.

If this adult program is accomplishing what it ought to be accomplishing, the lives of our graduates should be changing for the better.

These changes should be measurable to some degree and should be found in the areas of financial, educational, and/or social gains - as experienced by the graduates after graduation.

These benefits might be job changes, job promotions, continued education, better mental health, more pride, self-satisfaction, being a better parent, living a happier life, etc.

While the one-year study of the Class of 1969 indicated the presence of many of these benefits, this four-year study should measure any longer range benefits, the temporariness or permanence of these benefits, and whether additional benefits have been experienced.

Results of this Study:

The results of this study will be used to further evaluate the success or failure of this adult program and to justify its continuance or termination.

If favorable, the results will also be used to encourage non-high school graduates to enroll in programs of this type and to encourage the establishment of similar programs.

The results, if favorable, should encourage governmental or private agencies to financially support programs of this nature.

Indirectly, we hope it will encourage local school districts to reflect upon their dropout problems with the determination to resolve this widespread problem by preventing dropouts, eventually eliminating the need for programs of this kind. This may require revision of unwise policies, curriculum changes, scheduling changes, and other experimental approaches to this problem.

Definition of Terms:

For the purpose of this study, the following terms are defined:

Housewife: A married woman not working for wages.

Part-time worker: One who regularly works part-time for wages.

Full-time worker: One who regularly works full time for wages, salary, or profit.

Unemployed worker: One who is temporarily out of work.

Disabled worker: One who cannot work because of physical handicaps

These terms were briefly defined on the questionnaire to help eliminate any misunderstandings that might occur.

Method of Attack:

On January 12, 1973 - One Hundred (100) questionnaires, letters, and self-addressed stamped return envelopes were mailed to the Jackson County Adult Evening High School graduates - Class of 1969. Two weeks were allowed to elapse before a second questionnaire, letter, and return envelopewere mailed to non-respondents to the first request. Two additional weeks passed before a third questionnaire, letter and return envelope were sent the remaining non-respondents. Another two-week period was allowed to pass before attempts were made to contact any remaining non-respondents by telephone. An additional week passed before the tabulating and writing of the results.

Fifty-one of the one hundred graduates returned completed questionnaires in response to the first letter.

The second letter was mailed January 26, 1973, to the forty-nine non-respondents to the first request. Twenty-one additional questionnaires were received as a result of the second letter.

A third letter was mailed February 9, 1973 to the remaining twenty-eight non-respondents. After the two-week waiting period, twelve more questionnaires were received in response to the third letter. A total of eighty-four adults responded to one of the three requests.

Six of the sixteen non-respondents who could be reached by telephone were called during the week of February 26- March 2, 1973. A week passed

and six additional questionnaires were received. A total of ninety questionnaires were returned for a final return of ninety percent.

CHAPTER II

FINDINGS

GENERAL INFORMATION:

Tables I through IV present information relating to ages, sex, head of household, and marital status.

Non-respondent data is included in these and other tables, as well as data of the respondents, since much of this information is available from our files, and the earlier one-year follow-up study of the Class of 1969. But where non-respondents are included, the number followed by the letters NR, will be placed in the appropriate occupational category, so that the non-respondent information will be known.

Age and Sex:

The present average ages, median, and range of ages by present occupational classification are shown in Table I.

This data clearly indicates that nearly all of the graduates of the Class of 1969 have many productive years ahead of them in which to benefit from their high school education via employment opportunities, or to further their education and, as taxpayers, to repay the cost of their education many times over.

It also indicates that, at least for members of this class, age was not a detriment to attending and completing their high school education via this adult night school program.

Table II presents the detail of the age information by present occupational classification.

TABLE I

PRESENT AVERAGE AGES BY PRESENT OCCUPATIONAL GROUPS

CLASS OF 1969

FOUR-YEAR FOLLOW-UP STUDY

NUMBER	CLASSIFICATION	MDN	AVERAGE AGE	RANGE
30 - 4NR	Housewives	43.3	41.4	24-57
	Part-time Workers			
	Men	--	---	---
9 - 1NR	Women	42.0	42.4	25-56
	Full-time Workers			
35 - 3NR	Men	42.0	40.3	22-55
24 - 2NR	Women	47.5	46.3	34-61
	Unemployed			
	Men	---	---	----
1	Women	51	51	---
	Disabled			
	Men	---	---	---
1	Women	---	52	---

90 Respondents

10 Non-Respondents

100 Total Class of 1969

TABLE II

PRESENT AGES (DETAIL) AND SEX

BY OCCUPATIONAL CLASSIFICATION

CLASS OF 1969 - FOUR YEAR FOLLOW-UP

CLASSIFICATION	AGE	MALE	FEMALE
Housewives	57		1
	55		1
	53		1
	52		3
	50		1
	49		1
	47		2
	46		2
	45		1
	44		1
	42		3 - 1NR
	41		1
	38		1 NR
	37		3
	34		1
	32		2
	30		1
	29		1
	26		1 NR
	25		1
	24		1 NR
		TOTAL HOUSEWIVES	30
Part-time Workers			
Men	--	--	
Women	56		1
	53		1
	47		1
	42		2 - 1NR
	40		1
	39		1
	38		1
	25		1
		Total Part-time Workers	9
Full-time Workers			
Men	55	1	
	51	1	
	50	1	
	49	2	
	47	2	
	46	5 - 2NR	

Table II continued:

Full-time Workers			
Men	45	3	
	44	1	
	43	1	
	42	1	
	41	3	
	40	3	
	37	1	
	36	1	
	35	1	
	34	2	
	33	1	
	25	1	
	24	1 NR	
	23	2	
	22	1	
	TOTAL FULL-TIME MEN	35	
Women	61		1
	59		1
	58		1
	57		1
	54		3 - 1NR
	51		1
	50		1 NR
	49		2
	48		1
	47		2
	46		1
	42		1
	40		2
	39		1
	38		1
	37		1
	34		2
	24		1
	TOTAL FULL-TIME WOMEN		24
Unemployed			
Men			
Women	51		1
Disabled			
Men			
Women	52		1 NR

TOTAL RESPONDENTS MEN	32	TOTAL RESPONDENTS WOMEN	58
Total NR Men	3	Total NR Women	7
Total Men	35	Total Women	65

TOTAL CLASS OF 1969 - 100

Present Addresses:

Comparison of addresses at time of enrollment, one year after graduation, and four years after graduation reveals some mobility of these graduates. The vast majority, however, still live within the Jackson County area, at least up to four years after graduation.

It supports our belief that most of our graduates will remain in the area long enough to repay more than the cost of their adult education.

Indications are also present that for those who have moved out of the area, they have found employment more easily than they would have without a high school diploma. They are indeed both more employable and mobile.

Table III presents this information. With the exception of a graduate in Florida, and one in New Mexico, all are in the Jackson County and neighboring areas. This has been consistently the case in the two earlier classes which were the subjects of a four-year follow-up study.

TABLE III

PRESENT ADDRESSES - CLASS OF 1969

BY OCCUPATIONAL CLASSIFICATION

MAILING ADDRESS	NUMBER AT THIS ADDRESS
HOUSEWIVES:	
Baldwin	2 - 1HR
Bellevue	5 - 1HR
Camanche	1
Clinton	3
Green Island	1
Lafiotte	1 HR
Maquoketa	8 - 1HR
Monmouth	1
Preston	1
Sabula	5
Sebring, Florida	1
Zwingle	1
TOTAL HOUSEWIVES	30
PART-TIME WORKERS	
Men	--
Women	
Bellevue	3 - 1HR
DeWitt	2
Dubuque	1
Maquoketa	3
TOTAL PART-TIME WOMEN	9
FULL-TIME WORKERS	
Men	
Albuquerque, N. Mex.	1
Andrew	1
Bellevue	7
Clinton	2 - 1HR
DeWitt	1
Lafiotte	1
Lost Nation	1
Maquoketa	15 - 2HR
Miles	1
Preston	1
Sabula	3
Wheatland	1
TOTAL FULL-TIME MEN	35

Table III continued:

ADDRESS	NUMBER AT THIS ADDRESS
FULL-TIME WORKERS	
Women	
Andrew	1
Baldwin	1
Clinton	1
Delmar	2
Maquoketa	14 - 2HR
Preston	1
Sabula	1
Toronto	1
Wheatland	1
Wyoming	1
TOTAL FULL-TIME WOMEN	24
UNEMPLOYED	
Men	
Women	
Clinton	1
DISABLED	
Men	
Women	
Maquoketa	1

TOTAL RESPONDENTS	90
TOTAL NON-RESPONDENTS	10
TOTAL CLASS OF 1969	100

Head of Household:

Table IV illustrates the make-up of the Class of 1969 by sex and head of household.

It will be noted that while five women are the head of the household, most of them, sixty-one, are not.

By contrast, all of the men are head of the household whether single or married.

A large percentage of married women are working wives, who while not head of the household, find it necessary or desireable to add to the family income.

TABLE IV

PRESENTLY HEAD OF HOUSEHOLD

CLASS OF 1969 - FOUR YEAR FOLLOW-UP STUDY

HEADS OF HOUSEHOLD	NUMBER
Men	35 - 3NR
Women	5 - 1NR
TOTAL HEADS OF HOUSEHOLD	40
NOT HEAD OF HOUSEHOLD	
Men	--
Women	60 - 6NR
TOTAL NOT HEADS OF HOUSEHOLD	60

TOTAL RESPONDENTS	90
TOTAL NON-RESPONDENTS	10
TOTAL CLASS OF 1969	100

Marital Status:

Table V presents the current marital status of the members of the Class of 1969. Only nine members of this class are not presently married. Four are single, three widowed, and two divorced. Their marital status has changed only slightly since the one-year follow-up of this class when five were reported single, three widowed, and three divorced.

TABLE V

PRESENT MARITAL STATUS - CLASS OF 1969

FOUR YEAR FOLLOW-UP STUDY

STATUS		NUMBER
Single		
Men		2
Women		2
	TOTAL SINGLE	4
Married		
Men		33 - 3MR
Women		59 - 6MR
	TOTAL MARRIED	91
Widowed		
Men		-
Women		3 - 1WR
	TOTAL WIDOWED	3
Divorced		
Men		-
Women		2
	TOTAL DIVORCED	2
Separated		
Men		-
Women		-
	TOTAL SEPARATED	0
	TOTAL RESPONDENTS	90
	TOTAL NON-RESPONDENTS	10
	TOTAL CLASS OF 1969	100

Occupation at Enrollment, One Year, and Four Years After Graduation:

Table VI lists the occupational classification of the graduates - Class of 1969 at three different intervals, enrollment and one and four years after graduation.

This table illustrates the rather noticeable reduction in the number of housewives and the increase in the number of part and full-time workers.

This pattern has also been true on the two earlier four-year studies. It indicates that employment is more available with a high school diploma, and that these housewives do seek employment which they otherwise might not.

TABLE VI

OCCUPATIONAL CLASSIFICATION

AT ENROLLMENT - ONE YEAR - FOUR YEARS AFTER GRADUATION

CLASS OF 1969 - FOUR YEAR FOLLOW - UP

(Non-respondents Included Under

Classification of the One-Year Study)

CLASSIFICATION	AT ENROLLMENT	ONE-YEAR	FOUR-YEARS
Housewives	41	31	30 - 4NR
Part-time Workers			
Men	3	--	--
Women	6	13	9 - 1NR
Full-time Workers			
Men	32	34	35 - 3NR
Women	18	18	24 - 2NR
Unemployed			
Men	--	--	--
Women	--	2	1
Disabled			
Men	--	1	--
Women	--	1	1
TOTALS - CLASS OF 1969	100	100	100

Employer and Type of Work at Enrollment, One-Year and Four-Years After Graduation:

Table VII reveals the details of employers and type of work at the three intervals of enrollment, one year and four years after graduation. It permits us to observe the changes in employment that have occurred during this five or more years interval.

It should be pointed out that the last ten (non-respondents) are listed as "same" in the third column meaning it is assumed that their occupational classification is the same as was reported on the one-year study (second column). Some additional job changes or promotions may have occurred among the non-respondents, but only the changes or promotions reported or observed in the one-year study (second column) can be reported as known changes.

The asterisks (* or **) denote either job changes or promotions observed or reported on the questionnaires. A negative preceding the asterisk means a change occurred removing the person from the labor market, ie., return to role of housewife, becoming unemployed or disabled.

It is of interest to note that at one-year after graduation a total of thirty-five positive changes are observed or reported, and at four-years thirty-one additional changes or promotions are observed or reported, not counting the ten non-respondents whose current status is unknown. Sixteen of these graduates are observed or reported having changes at both the one year and four-year intervals. A total of fifty individuals, however, are observed or reported to have received one or more changes or promotions between enrollment and four years after graduation.

Of the sixty-eight (including eight self-employed full-time workers) currently in the labor market, this means that fifty or seventy-three percent of those part and full-time workers are observed or reported to have experienced a job change or promotion between enrollment and four years after graduation.

When you consider that many full or part-time workers are not actively seeking to change jobs, the percentage would be more remarkable.

There appears to be no significant difference between the number of promotions or changes experienced at one and four years after graduation, indicating that financial benefits continue and will continue to accrue to these graduates.

TABLE VII

EMPLOYER AND TYPE OF WORK AT ENROLLMENT - ONE YEAR - FOUR YEARS AFTER GRADUATION

CLASS OF 1969 - FOUR YEAR FOLLOW-UP STUDY

SEX	AT ENROLLMENT	EMPLOYER AND TYPE OF WORK AT ONE YEAR	AT FOUR YEARS
F	1. JCPH -nurses aide	same	same
M	2. Savanna Army Depot-truck driver	same	same
M	3. Chicago NW Railroad-welder	* Corp of Eng. - lock operator	same
M	4. Clinton Engines-molder	* Consumer Corp. del. & service	same
F	5. Housewife	*64-Drive In - restaurant work	*Rocky's Cafe-restaurant work
F	6. Emeline Iron Hill Telepone Co. - sect'y treasurer	-* Housewife	same

Table VII continued:

SEX	AT ENROLLMENT	ONE YEAR	FOUR YEAR
F	7. Housewife	same	same
M	8. Lord Baltimore Press-floorman	farming	farming & P.T. electrician
F	9. Housewife	same	same
M	10. Caterpillar Tractor-machinist	*same	**same
F	11. Housewife	*SS&R-P.T. tax work	* Maq. Bank - proof machine & bookkeeping
M	12. Arts Texaco-attendent & mach.	*M. Ward Auto Ctr-mach.	*Roeder Imp. - mach.
M	13. Self employed-farm	same	same
F	14. Housewife	*Swift & Co.-canning	-*Housewife
M	15. City of Preston - lineman	same	same
M	16. Chicago NW R.R. - welder	*John Deere-welder	same
F	17. Housewife	same	same
M	18. Clinton Engines PT-material handler	*Kartridge Pak-stock area	same
M	19. State Radio Dispatcher P.T.	-*Unemployed-Disabled	*self-employed
F	20. Housewife	same	same
M	21. Savanna Army Depot-truck driver	same *warehouse leader	same
M	22. Town of Miles - str, parks, cemetary	same	same
M	23. Wheatland Lumber - sales & delivery	*Caterpillar Co-mech.	**same-drill operator
F	24. Housewife	*P.T. Cook's helper-Central C. S.	**head cook - CCS Welton

Table VII continued:

SEX	AT ENROLLMENT	ONE YEAR	FOUR YEARS
F	25. Jack & Jill checker	same	*Jack & Jill bookkeeper
F	26. Housewife	same	same
M	27. John Deere-inspec.	same	*John Deere-machine operator
F	28. Housewife	same	*Hayes Maid Rite-waitress
M	29. Self employed-farm	same	*farming RVCAP-program director
F	30. Marion Hall Inf. - nurses aide	same	*JCPH nurses aide
F	31. Clinton Engines-assembler	*Royal Blue Store-clerk	*Osterhaus - clerk
F	32. Housewife	*RVCAP outreach worker	*RVCAP-teacher's aide
M	33. J.C. Hiway Dept.-machine operator	same	same
F	34. Clinton Engines - packer	same	same-order filler
F	35. RVCAP-teacher aide	*Randall's Foodarama	*self employed-cosmetics
F	36. Housewife	same	same
F	37. Housewife	same	same
M	38. Ensign Coil-super.	same	*self-empl. retail hardware
F.	39. Self-employed-ceramic teacher	-*disabled	same
M	40. Self-employed-famer	same	same
F	41. Housewife	same	same
F	42. Housewife	same	*self-employed-child care
F	43. Mrs. Ray Rasmussen-	same	same

Table VII continued:

SEX	AT ENROLLMENT	ONE YEAR	FOUR YEARS
M	44. Climax - lab. tech	same	*Waukesha Motor Co. - lab tech. & lab mgr.
M	45. US Post Office - rural carrier	same	same
F	46. Various employers- babysitting	same	same
F	47. Hahn's Piggly Wiggly-same checkout		*Farren Realty - sell real estate
F	48. Housewife	same	same
M	49. Mag. Servi-soft - route salesman	*Square D Corp.-circuit breaker builder-parts	*Singer Bus Mech.- production control
F	50. J.C. Penny -clerk	*Jack. Co. Engineer-clerk	**Jack. Co. Engineer-secretary
F	51. Valves & Controls - assembly	same	Eaton, Controls Div.- same
F	52. Housewife	*United Livestock Res.-waitress	*South Inn - bartender
F	53. Clinton Engines- profile grinder	same	same
M	54. Self-employed-logging	same	same
M	55. US Corps of Eng. - ass't. lockmaster	*same-lockmaster	same
F	56. Housewife	same	same
F.	57. J.C.P.H.-nurses' aide	*same-aide & ward clerk	same
F	58. Housewife	same	same
F	59. Housewife	same	same
F	60. Housewife	same	same
M	61. Caterpillar Tractor- tool maker	same*	same

Table VII continued:

SEX	AT ENROLLMENT	ONE YEAR	FOUR YEARS
F	62. Housewife	*same P.T. bkkp.	*Garien Plumbing & Heat. bkkpr.
F	63. Housewife	same	same
F	64. Housewife	*P.T. Primasing Nurs.-Home- cook	-*housewife
F	65. Housewife	*P.T. JCPH-housekeeper	**JCPH - laundry
F	66. Housewife	same	same
F	67. Housewife	same	same
F	68. Dolch's Pastry-pastry fry	*Bennett Box Co.-machine operator	same
F	69. Housewife	-*unemployed illness	*Clinton Humane Society-caretaker-bookkeeper
F	70. Housewife	same	same
M	71. Caterpillar Tractor-tool crib attend.	same	same-tool selector
F	72. Housewife	same	disabled
F	73. Hoffman Produce-pack eggs	same	same
F	74. Housewife	same	same
F	75. Housewife	same	*P.T. teacher's aide St. Joseph's School
M	76. Savanna Army Depot-classified	*same	same-assembler & repairer
F	77. Housewife	*P.T.-JCPH -cleaning	-*unemployed
F	78. Housewife	same	*JCPH -Prac. nurse
F	79. Housewife	*P.T. Furst McNess-sales	same
M	80. Central Steel Tube-punch press operator	*same - leadman	*Stolper Industries - press operator & set-up
F	81. Housewife	same	same

Table VII continued:

SEX	AT ENROLLMENT	ONE YEAR	FOUR YEARS
M	82. Stickley Electric-electric wiring	*Andrew Coop-truck driver	same
F	83. Housewife	*P.T. Delwood School-teacher aide	-*housewife
M	84. Davis Clothiers-sales	*W.T. Grant- dept. mgr.	*Clinton Engines-drill press operator
M	85. City of Maq.-elect. dept.	*self-employed - GE sales & service	same
M	86. Stockham & Son-carp.	same	same
F	87. Clinton Engines - mill operator	same	same
F	88. Housewife	same	same
F	89. Housewife	same	same
F	90. Olin Corner's Cafe-waitress	-* unemployed	*self-employed-tavern
F	91. Housewife	same	NR same
F	92. Clinton Engines - assembler	same	NR same
M	93. Self-employed - bulk gas & oil	same	NR same
F	94. J.C.Penney- sales clerk	-*Housewife	NR same
F	95. Anchor Inn - P.T. cook	same	NR same
F	96. Collis Inc.-laborer	-*housewife	NR same
F	97. Ensign Coil - wire picker	-*housewife	NR same
M	98. Ia. Highway Comm.-P.T. inspector	*same-F. T. inspect.	NR same

Table VII continued:

SEX	AT ENROLLMENT	ONE YEAR	FOUR YEARS
F	99. Housewife	*ARA - kitchen	NR same
M	100. Lord Baltimore Press- asst. pressman	same	NR same

Stated Job Changes or Promotions:

Table VII permitted one to observe the job changes by the change in the name of the employer, and promotions or changes as stated by the respondents.

The following table, Table VIII, records the stated changes or promotions as indicated by the respondent in answering the question whether the change or promotion was received as a result of attending and graduating from the adult program.

Differences between observed ~~and stated in the number of changes or promotions~~ and stated changes are probably a result of the qualifying phrase underlined above. Undoubtedly many changes or promotions do occur that are not directly or indirectly attributable to the adult program, particularly for those receiving two or more changes and/or promotions.

Table VIII indicates that twenty four members of the class reported a change or promotion as a result of attending and graduating from the adult program. Again using the sixty-eight currently full or part-time workers, thirty-five percent of this group reported the change or promotion as a result of attending and graduating from this program.

TABLE VIII

STATED CHANGES OR PROMOTIONS - CLASS OF 1969

BETWEEN ENROLLMENT AND FOUR YEARS AFTER GRADUATION

AS A RESULT OF ATTENDING AND GRADUATING

FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	CHANGE	NO CHANGE	NO RESPONSE
Housewives	--	23 - 4NR	7
Part-time Workers			
Men	--	--	-
Women	2	7 - 1NR	-
Full-time Workers			
Men	14 - 1NR	21 - 2NR	-
Women	8 - 1NR	16 - 1NR	-
Unemployed			
Men	--	--	-
Women	--	1	-
Disabled			
Men	--	--	-
Women	--	--	1
TOTAL	24	68	8

TOTAL RESPONDENTS 90
TOTAL NON-RESPONDENTS 10

TOTAL CLASS OF 1969 100

Number of Stated Job Changes of Promotions:

Table IX indicates the number of stated job changes and promotions. The total number of stated changes and promotions (29) reported in Table IX differs from the total (24) reported in Table VIII because a few adults reported both changes and promotions and some responded to

the question pertaining to number of changes or promotions but not the question asking if a change or promotion occured.

The largest number of changes reported by any one respondent was two, and the largest number of promotions reported by any one respondent was four.

TABLE IX

NUMBER OF STATED JOB CHANGES OR PROMOTIONS

CLASS OF 1969 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	NUMBER OF JOB CHANGES					NUMBER OF PROMOTIONS				
	1	2	3	4	5	1	2	3	4	5
Housewives	-	-	-	-	-	-	-	-	-	-
Part-time Workers										
Men	--	-	-	-	-	-	-	-	-	-
Women	2	-	-	-	-	-	-	-	-	-
Full-time Workers										
Men	8	2	-	-	-	2	2	1	2	-
Women	5	1	-	-	-	2	-	1	1	-
Unemployed										
Men	-	-	-	-	-	-	-	-	-	-
Women	-	-	-	-	-	-	-	-	-	-
Disabled										
Men	-	-	-	-	-	-	-	-	-	-
Women	-	-	-	-	-	-	-	-	-	-
TOTALS	15	3	-	-	-	4	2	2	3	-

TOTAL NUMBER OF CHANGES 18
TOTAL NUMBER OF PROMOTIONS 11

TOTAL CHANGES AND PROMOTIONS 29*

* This total exceeds the total in the previous table since a few adults reported both changes and promotions while some responded to the question pertaining to one table but not the other.

Changes or Promotions Related to Adult Program:

Eighty-seven percent of those stating job changes or promotions (21-24) also stated that the change or promotion was a direct or indirect result of attending and graduating.

Table X illustrates the distribution of these responses.

It may also be of interest to note that in the one-year follow-up study of this class, eighteen stated the change or promotion was related directly or indirectly to the program where twenty-one responded this way in the four year study even though there were ten non-respondents to the four-year questionnaire.

TABLE X

STATED JOB CHANGES OR PROMOTIONS RELATED TO ADULT PROGRAM

CLASS OF 1969 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	DIRECT RESULT	INDIRECT RESULT	NOT RELATED	NO RES
Housewives	-	-	-	26
Part-time Workers				
Men	-	-	-	--
Women	-	2	-	6
Full-time Workers				
Men	5	7	3	17
Women	4	3	2	13
Unemployed				
Men	-	-	-	-
Women	-	-	-	1
Disabled				
Men	-	-	-	-
Women	-	-	-	1
TOTALS	9	12	5	64

Table X continued:

Total Directly and Indirectly Related	21
Total Not Related	5
Total Not Responding to Question	64
Total Respondents	90
Total Non-respondents to survey	10
TOTAL CLASS OF 1969	100

Income Increase:

Table XI reports the number of respondents stating an increase in income. Nine report a significant increase, thirteen report some increase, and one indicated a little increase for a total of twenty-three reporting income increase.

Comparison of Table X with Table XI will indicate that some reported increases in income that did not report the job change or promotion as being related to the program and vice versa.

Nonetheless nearly a third of the sixty-eight part and full-time workers reported income increases, while ninety-one percent of those reporting changes or promotions related to the adult program also reported an increase in income.

TABLE XI

INCREASED INCOME

AS A RESULT OF CHANGE IN JOB OR PROMOTION

STATED CHANGES IN JOBS OR PROMOTIONS

CLASS OF 1969 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	SIGNIFICANTLY	SOME	LITTLE	NONE	NO RESPONSE
Housewives	-	-	-	-	26
Part-time Workers					
Men	-	-	-	-	--
Women	-	1	-	-	7

Table XI continued:

CLASSIFICATION	SIGNIFICANTLY	SOME	LITTLE	NONE	NO RESPONSE
Full-time Workers					
Men	6	9	1	-	16
Women	3	3	-	3	13
Unemployed					
Men	-	-	-	-	-
Women	-	-	-	-	1
Disabled					
Men	-	-	-	-	-
Women	-	-	-	-	1
TOTALS	9	13	1	3	64

TOTAL REPORTING INCOME INCREASE 23

TOTAL RESPONDENTS 90
TOTAL NON-RESPONDENTS 10

TOTAL CLASS OF 1969 100

Additional Training Beyond High School Level:

On the earlier one-year follow-up study, twenty-six members of the Class of 1969 indicated a desire for additional training beyond the high school level. Of these twenty-six, eight were housewives, four were part-time women workers, eight were full-time men workers and six were full-time women workers.

Table XII presents the data on those who had actually accomplished this additional training within the intervening three years. Sixteen of the twenty-six or sixty-one percent of those indicating a desire for more training actually accomplished some advanced training within four years of graduation. Others may do so in the future.

TABLE XII

RECEIVED ADDITIONAL TRAINING BEYOND HIGH SCHOOL LEVEL

CLASS OF 1969 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	YES	NO	NO RESPONSE
Housewives	4	13	4
Part-time Workers			
Men	-	-	-
Women	2	6	-
Full-time Workers			
Men	6	25	1
Women	4	17	1
Unemployed			
Men	-	-	-
Women	-	1	-
Disabled			
Men	-	-	-
Women	-	1	-
TOTALS	16	68	6

TOTAL RESPONDENTS 90
TOTAL NON-RESPONDENTS 10
TOTAL CLASS OF 1969 100

Kind of Training Received Beyond High School Level:

Table XIII reveals the kind of training the sixteen responding members of the class have received since graduating from high school.

TABLE XIII

KIND OF ADDITIONAL TRAINING RECEIVED

YES RESPONDENTS IN TABLE XVI

CLASS OF 1969 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	YES RESPONSES	TRAINING RECEIVED
Housewives	1	Survey interviewing training.
	1	Typing, Art, Nutrition
	2	Nurses Aides
TOTAL HOUSEWIVES	4	
Part-time Workers		
Men	-	-
Women	1	Nurses aide
	1	Real estate
TOTAL PART-TIME WOMEN	2	
Full-time Workers		
Men	1	Refrigeration
	2	Management
	1	Propane Service
	1	Sales & Management
	1	Mechanic Training
TOTAL FULL-TIME MEN	6	
Women	1	Proof-machine operation & tax training
	1	Child care- college
	1	L.P.N.
	1	Clerical & Basic Accounting
TOTAL FULL-TIME WOMEN	4	
Unemployed		
Men	-	--
Women	-	--
Disabled		
Men	-	--
Women	-	--
TOTAL RECEIVING TRAINING	16	

Where Training Received:

Table XIV shows where these sixteen members of the Class of 1969 received their training. Four received company training, three attended Junior College or Vocational School, four received extension, T.V., or Correspondence schooling, and five studied at local high school adult classes or Area 9 classes.

TABLE XIV

WHERE ADDITIONAL TRAINING RECEIVED

CLASS OF 1969 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	YES RESPONDENTS	WHERE TRAINING RECEIVED
Housewives	1	Universal Schools - Dallas, Texas
	1	Area 9 Adult Class - Bellevue
	1	South Florida Jr. College
	1	Area 9 Adult Class
TOTAL HOUSEWIVES	4	
Part-time Workers		
Men	-	-
Women	1	Area 9 Adult Class
	1	Local Real Estate Broker
TOTAL PART-TIME WOMEN	2	
Full-time Workers		
Men	1	Extension Study through CAP
	1	Farmland Industries, Kansas City, Mo.
	1	I.C.S.
	2	E.I.C.C.
	1	Company Course
TOTAL FULL-TIME MEN	6	
Women	1	Law firm and bank
	1	T.V. course
	1	Local School
	1	E.I.C.C.
TOTAL FULL-TIME WOMEN	4	

Table XIV continued:

CLASSIFICATION	YES RESPONDENTS	WHERE TRAINING RECEIVED
Unemployed		
Men	-	--
Women	-	--
Disabled		
Men	-	--
Women	-	--
TOTAL RECEIVING ADDITIONAL TRAINING	16	

Training Without High School?:

Fourteen of the sixteen who received additional training beyond the high school level indicated that they would not have, or probably not have been able to receive this training without first graduating from high school.

It would appear that most of these graduates (87½%) would not have received or been able to take advantage of additional training without first completing their high school education.

Table XV reveals the distribution of these responses.

TABLE XV

WOULD TRAINING HAVE BEEN RECEIVED

WITHOUT COMPLETING HIGH SCHOOL

CLASS OF 1969 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	YES	NO	PROBABLY NOT
Housewives	-	-	4
Part-time Workers			
Men	-	-	-
Women	-	-	2

Table XV continued:

CLASSIFICATION	YES	NO	PROBABLY NOT
Full-time Workers			
Men	2	-	4
Women	-	3	1
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
TOTALS	2	3	11

Total Receiving Training 16

Additional High School or Interest Subjects:

Thirty-seven percent (37%) of the members of the Class of 1959 indicated a desire to take additional high school or interest (non-credit) subjects on the one-year follow-up study. Of these thirty-seven, thirteen were housewives, one part-time woman worker, eleven full-time men workers, ten full-time women workers, one unemployed worker, and one disabled man.

Approximately twenty-nine percent (29%) of those indicating a desire to do so, actually accomplished their goal within four years of graduation.

Table XVI reveals the distribution of those actually accomplishing this goal.

TABLE XVI

ADDITIONAL HIGH SCHOOL OR INTEREST (NON-CREDIT) SUBJECTS STUDIED SINCE GRADUATION FROM ADULT SCHOOL

CLASS OF 1969 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	YES	NO	NO RESPONSE
Housewives	5	14	7
Part-time Workers			
Men	-	-	-
Women	1	4	3
Full-time Workers			
Men	1	29	2
Women	4	15	2
Unemployed			
Men	-	-	-
Women	-	-	1
Disabled			
Men	-	-	-
Women	-	1	-
TOTALS	11	64	15

Total RESPONDENTS 90
Total NON-RESPONDENTS 10

TOTAL CLASS OF 1969 100

What Additional High School or Interest Subjects Studied:

Table XVII lists the additional high school or interest subjects that were studied. Five subjects are in the business education area, one in the shop area, with the remainder in crafts and other interest areas.

TABLE XVII

HIGH SCHOOL OR INTEREST SUBJECTS STUDIED

YES RESPONDENTS IN TABLE XVI

CLASS OF 1969 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	YES RESPONSES	SUBJECT STUDIED
Housewives	1	Sewing
	2	Bookkeeping
	1	Conversational German
	1	Typing
Total Housewives	5	
Part-time Workers		
Men	-	-
Women	1	Bookkeeping
Total Part-time women	1	
Full-time Workers		
Men	1	Shop
Total Full-time men	1	
Women	1	Cake Decorating & Tailoring
	1	Knitting
	1	Bookkeeping II
	1	No response
Total Full-time women	4	
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-
	11	

Total Receiving More High School or Interest Subjects 11

Where Additional High School or Interest Subjects Studied:

Table XVIII reports the locations where the additional study of high school or interest subjects was received. All are either Area 9 interest classes or high school completion classes open to high school graduates.

TABLE XVIII

WHERE ADDITIONAL HIGH SCHOOL OR INTERST SUBJECTS STUDIED

CLASS OF 1969 - FOUR YEAR FOLLOW-UP STUDY

YES RESPONDENTS PREVIOUS TABLE

CLASSIFICATION	YES RESPONDENTS	LOCATION
Housewives	4	Adult Evening High School-Maquoketa
	1	Clinton Jr. College
Total Housewives	5	
Part-time Workers		
Men	-	-
Women	1	Bellevue Adult Program
Total Part-time Women	1	
Full-time Workers		
Men	1	Adult Evening High School-Maquoketa
Total Full-time Men	1	
Women	1	DeWitt Central Comm. H.S.
	1	Maquoketa Area 9 Class
	1	Adult Evening High School-Maquoketa
	1	Clinton Comm. H.S.
Total Full-time Women	4	
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-
	11	

Total Receiving Additional High School or Interest Subjects 11

If you add the number of adults taking post-secondary training (16) and the number taking interest or high school classes (11), a total of twenty-seven (27) members of this class (27%) have continued with some type of education since graduation from the adult high school.

Better Off Financially - As Result of Graduating:

While twenty-three reported increased income in Tables XI, thirty-one report being better off financially. The eight additional respondents in XIX are composed of three housewives, one part-time woman worker, one full-time male, and three full-time females.

The housewives can probably be accounted for as ones returning to the role of housewife, but who would have been better off financially while working. The others apparently didn't respond to the one question while responding to the other.

Regardless of which figure you use, a substantial number (36-50%) of the respondents working part or full time are admittedly better off financially as a result of graduating from adult high school.

TABLE XIX

BETTER OFF FINANCIALLY

AS A RESULT OF GRADUATING

CLASS OF 1969 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	YES	NO	NO RESPONSE
Housewives	3	10	13
Part-time Workers			
Men	-	-	-
Women	2	3	3
Full-time Workers			
Men	17	10	5
Women	9	12	1
Unemployed			
Men	-	-	-
Women	-	1	-

Table XIX Continued:

CLASSIFICATION	YES	NO	NO RESPONSE
Disabled			
Men	-	-	-
Women	-	1	-
TOTALS	31	37	22

Total RESPONDENTS 90
Total NON-RESPONDENTS 10

TOTAL CLASS OF 1969 100

How Much Better Off Financially:

Responding to the question of how much better off financially they were, thirty-four responded some or much. These are reported in Table XX, and is three more than reported in Table XIX. The additional three consist of one housewife, one part-time woman worker and one full-time woman worker.

The range of the respondents working part or full-time who are better off financially as a result of graduating would now appear to be 36-54 percent.

TABLE XX

HOW MUCH BETTER OFF FINANCIALLY

YES RESPONDENTS - TABLE XIX

CLASS OF 1969 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	MUCH	SOME	NONE	NO RESPONSE
Housewives	-	4	1	21
Part-time Workers				
Men	-	-	-	-
Women	-	3	-	5

Table XX continued:

CLASSIFICATION	MUCH	SOME	NONE	NO RESPONSE
Full-time Workers				
Men	4	13	-	15
Women	3	7	2	10
Unemployed				
Men	-	-	-	-
Women	-	-	-	1
Disabled				
Men	-	-	-	-
Women	-	-	-	1
TOTALS	7	27	3	53

Total RESPONDENTS 90
Total NON-RESPONDENTS 10

TOTAL CLASS OF 1969 100

Better Off Socially or Personally:

Only five of the ninety respondents indicated not being better off socially and two did not respond to the question.

Ninety-two percent (eighty-three respondents) did indicate that they were better off socially as a result of attending and graduating from this adult program.

The social benefits are probably as important, if not more important, to these graduates as financial benefits. The one (i.e. confidence) could well affect the other (i.e. financial), and for those not in the labor market (housewives, etc.) it is perhaps the only immediate benefit they experience. The individual additional comments in Table XXVI illustrate the importance of social benefits to these graduates.

TABLE XXI

BETTER OFF SOCIALLY OR PERSONALLY

AS A RESULT OF GRADUATING FROM ADULT SCHOOL

CLASS OF 1969 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	YES	NO	NO RESPONSE
Housewives	26	-	-
Part-time Workers			
Men	-	-	-
Women	7	-	1
Full-time Workers			
Men	28	3	1
Women	20	2	-
Unemployed			
Men	-	-	-
Women	1	-	-
Disabled			
Men	-	-	-
Women	1	-	-
TOTALS	83	5	2

Total RESPONDENTS 90
Total NON-RESPONDENT 10

TOTAL CLASS OF 1969 100

How Much Better Off Socially or Personally - As a Result of Graduating:

Responding as to how much better off socially they were, thirty-one replied much, fifty some, and nine did not answer this question.

Thirty-four percent of the respondents were much better off socially, and fifty-six percent were some better off socially. Ten percent of the respondents did not answer the question.

Table XXII records their responses in more detail.

TABLE XXII

HOW MUCH BETTER OFF SOCIALLY OR PERSONALLY

AS RESULT OF ATTENDING AND GRADUATING FROM ADULT SCHOOL

CLASS OF 1969 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	MUCH	SOME	NONE	NO RESPONSE
Housewives	9	15	-	2
Part-time Workers				
Men	-	-	-	-
Women	2	5	-	1
Full-time Workers				
Men	8	20	-	4
Women	10	10	-	2
Unemployed				
Men	-	-	-	-
Women	1	-	-	-
Disabled				
Men	-	-	-	-
Women	1	-	-	-
TOTALS	31	50	0	9

Total RESPONDENTS	90
Total NON-RESPONDENTS	10
TOTAL CLASS OF 1969	100

Worth Time and Effort:

Asked if they felt the time and effort required to complete their high school education was worth it from a financial and social point of view, the following results were obtained:

From a financial viewpoint, eleven responded no and twenty-three did not . spond. Fifty-six, however, responded yes even though they may not yet have experienced any financial benefit.

From a social viewpoint, two responded no, and seven did not respond. Eighty-one, however responded yes.

The vast majority of the respondents of this class definitely feel that the time and effort spent in attending and graduating from the adult evening high school has been worth it financially and socially. Sixty-two percent of the respondents felt this way from a financial viewpoint and ninety percent from a social viewpoint.

TABLE XXIII

WORTH TIME AND EFFORT FROM FINANCIAL AND SOCIAL VIEWPOINT

CLASS OF 1969 - FO'. YEAR FOLLOW-UP STUDY

CLASSIFICATION	FINANCIAL VIEWPOINT			SOCIAL VIEWPOINT		
	YES	NO	NO RESPONSE	YES	NO	NO RESPONSE
Housewives	1.	2	13	24	-	2
Part-time Workers						
Men	-	-	-	-	-	-
Women	6	1	1	7	-	1
Full-time Workers						
Men	25	3	4	29	1	2
Women	14	4	4	19	1	2
Unemployed						
Men	-	-	-	-	-	-
Women	-	-	1	1	-	-
Disabled						
Men	-	-	-	-	-	-
Women	-	1	-	1	-	-
TOTALS	56	11	23	81	2	7

Table XXIII continued:

FINANCIAL VIEWPOINT		SOCIAL VIEWPOINT	
Total RESPONDENTS	90	Total RESPONDENTS	90
Total NON-RESPONDENTS	10	Total NON-RESPONDENTS	10
TOTAL CLASS OF 1969	100	TOTAL CLASS OF 1969	100

Wise Use of Tax Money:

There appears to be unanimous agreement among the respondents that the adult program is a wise way to spend tax money.

Table XXIV reveals their responses to this question. One hundred percent of the respondents answered yes.

TABLE XXIV

ADULT PROGRAM WISE USE OF TAX MONEY

CLASS OF 1969 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	YES	NO	NO RESPONSE
Housewives	26	-	-
Part-time Workers			
Men	-	-	-
Women	8	-	-
Full-time Workers			
Men	32	-	-
Women	22	-	-
Unemployed			
Men	-	-	-
Women	1	-	-
Disabled			
Men	-	-	-
Women	1	-	-
TOTALS	90	0	0

Total RESPONDENTS	90
Total NON-RESPONDENTS	10
TOTAL CLASS OF 1969	100

Knowledge Improved:

All but one of the respondents answered this question. Fifty-seven said they learned much, and thirty-two learned some.

Eighty-nine of the ninety respondents felt their knowledge had improved some or much.

TABLE XXV

KNOWLEDGE IMPROVED

CLASS OF 1969 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	MUCH	SOME	NONE	NO RESPONSE
Housewives	21	5	-	-
Part-time Workers				
Men	-	-	-	-
Women	2	6	-	-
Full-time Workers				
Men	18	13	-	1
Women	14	8	-	-
Unemployed				
Men	-	-	-	-
Women	1	-	-	-
Disabled				
Men	-	-	-	-
Women	1	-	-	-
TOTALS	57	32	-	1

Total RESPONDENTS 90
Total NON-RESPONDENT 10

TOTAL CLASS OF 1969 100

Additional Comments:

It is of interest to note that fifty-two of the respondents made additional comments on this questionnaire. Some were brief and some quite lengthy. All, however, were complimentary about the adult program.

Making comments were:

18	housewives
4	part-time women workers
16	full-time men workers
12	full-time women workers
1	unemployed woman
1	disabled woman
TOTAL 52	

Table XXVI reveals their individual comments.

The words confident, at ease, acquiring knowledge, challenge, helped me and my children, pride, opportunity, etc., reappear time and again, indicating the social or personal benefits experienced by most of these adults. Financial and educational benefits are also apparent in many of their comments.

Forty-one of the one hundred graduates made additional comments in the one year study while fifty-two of the ninety respondents to the four year study have made comments.

The comments made are self-explanatory and most interesting to read.

TABLE XXVI

ADDITIONAL COMMENTS

CLASS OF 1969 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	COMMENTS	NUMBER
Housewives	I haven't moved from the farm, but when we do I will do some kind of work. As of now I would like to take nurses aide training that is available, or do bookkeeping.	1
	It is a very good program. I hope you keep it going for a long time.	1
	I personally feel the time spent to finish high school was worth the effort as I feel more confident in discussions and feel more at ease with people.	1
	I've never been sorry I took the time to complete my education.	1
	I am a housewife and help my husband on the farm when I can. I feel my high school diploma will be an asset to me if and when I do need to apply for employment.	1
	An excellent opportunity to acquire additional knowledge and accept the challenge of acquiring a diploma.	1
	I'm very grateful for the privilege of adult classes and being able to participate. Keep up the good work.	1
	Several of the questions were hard for me to answer. Reason - my husband and I have bought a small business, "Lampe True Value Hdwr", here in Bellevue. We just opened Jan. 1st. I an working full time at the store, but not for wages. About the financial statement - it is very hard to say when we are this new. Hopefully, we will be better off than before, and I'm sure the Adult Completion Program did play a part in our being able to own our own business.	1

Table XXVI continued:

CLASSIFICATION	COMMENTS	NUMBER
Housewives	I hope they keep the adult program. I feel my completing school through this program has helped me and my children. The children feel that if mom went back it must really be important. I will never be sorry I went back and picked up my high school education. It has helped me handle our finances better. Since completing school in Maquoketa, I have moved to Florida. We own 600 orange trees, live in a nice home, and own 3 acres on Holiday Hills in Sebring, Florida.	1
	I think it is a fine program. I'm sure many have benefited financially. I was offered a bookkeeping position after graduation, but because of the salary and our distance from town I didn't accept it. I'm sure if it hadn't been for the Adult Program I never would have received the offer.	1
	I encourage anyone who hasn't a high school diploma to take advantage of this program. I would like to see the nursing program started again. I was very much interested and wasn't able to take advantage of it at that time. Some of us from Sabula got a class ring and I, for one, am very proud of my diploma and class ring.	1
	Later on I intend to take a few extra subjects. I'd like to learn to make ceramics.	1
	I have been helping my husband in establishing a business of our own. This is selling Rainbow Trout in our pond and our apple orchard will be starting up this spring. We now have 1500 trees. I've also helped my mother selling Avon products, but most of my time is doing the above.	1
	I think this program is a very good thing.	1
	Since my daughter was born in Dec. of 1970, I have not worked outside of my home. When she is old enough for school, I hope to take advantage of the nurse's aide program that is offered at the hospital. I have done work in the home for the aged.	1

Table XXVI continued:

CLASSIFICATION	COMMENTS	NUMBER
Housewives	Just being able to have the opportunity and taking advantage of it, to earn my diploma means a great deal to me, and I'm sure it has given me much more than the diploma. A measure of self-confidence, pride and a hunger for more knowledge of everyday problems in the world. I hope this educational program can continue. I recommend it to all who have not finished their high school, as well as to those who want extra courses in something special.	1
	I am very busy as a farm homemaker and have chores - chickens and milk cows. I haven't tried to work away from home because we live here at Green Island and I would have to drive 25-30 miles one way to work.	1
	I believe that confidence in oneself is the real reason to finish high school; gives a person a challenge in everything. Always thinking I cannot do it, and then finally the chance to accomplish the impossible, that opens the doors to a better tomorrow which could only come through a group of devoted teachers to put up with us older students. So I believe that tax money was a wise investment.	1
Part-time Workers		
Men Women	I'm glad I went back to school then because I never could do it now. It couldn't have happened at a better time of my life and even though I don't think the subjects helped a lot, I did get a much better social status.	1
	I will be forever indebted to this program for helping me finish something I thought was forever lost to me.	1
	I know the Adult Education Program is one of the finest programs ever begun, and I am very grateful I had the opportunity to attend classes, gain the knowledge, and receive my high school diploma. I enjoyed the post-graduate course in bookkeeping, an additional great part of this program. I hope the Adult School continues indefinitely, that all may have this opportunity.	1

Table XXVI continued:

CLASSIFICATION	COMMENTS	NUMBER
Part-time Workers		
Women	I will never regret taking advantage of this opportunity. Only wish anyone not having completed or started their high school education would take advantage of this program.	1
Full-time Workers		
Men	I would say the people who do not have a (high school) education do not know what they are missing and doing without. Thank you for the education you gave me and many things I have had after it.	1
	Any person, regardless of age, sex, or social status, who has not completed high school and turns down the opportunity presented by this program, is not half as smart as they may think they are.	1
	If I didn't have a high school diploma I would certainly do it all over again. I still miss going to classes.	1
	I think I learned more and enjoyed going to Adult evening classes because it was not compulsory for me.	1
	I don't feel that my time was wasted.	1
	I feel much more confident than before going to school. I enjoy talking to people so much greater. The four years of school were great. I shall never forget them or regret them. Thanks to you.	1
	Anyone who wants to achieve a high school education, this is a very fine way to get it.	1
	The knowledge I gained in night school has given me the confidence to accept new challenge that I would have dodged previously. I feel now that I am farming by choice and that I could handle other jobs if I were required to do so. I also feel more able and at ease when involved in community and social activities.	1

Table XXVI continued:

CLASSIFICATION	COMMENTS	NUMBER
Full-time Workers		
Men	Anyone who has never completed high school should do so under this program. I think it is great that they can do so.	1
	I would recommend the program to anyone who hasn't graduated, and also to those who would like to improve their knowledge in special subjects.	1
	When I look back, I am sure grateful for the Adult Evening School. If it wasn't for this program I'd probably be working as a laborer and not have the job I do and I have a great opportunity to advance myself. Singer is a very nice company to work for. I've worked for none better. As I wrote earlier, we build MOTS electronic cash registers and electronic calculators. Our plant manager announced last week that they are going to double the size of our building and by 1975 double the employees of which we have 1200 now. When I started 2 years ago, Dec. 14, there were about 200 people, so we've come a long way. Singer also opened up its tuition fund again, which I plan to take advantage of. I would like to go to night school at the Univ. of New Mexico. I should have done this a long time ago, but just kept putting it off. Well, enough of my life history. Sure would be nice to have a reunion some time, to see some of the old friends. Good luck to you all and continued progress with the Adult Evening School.	1
	Sorry I didn't send your first questionnaire on time.	1
	It's great satisfaction when your children are graduating from college. It helps when you at least finished high school.	1
	I feel I'm able to do my job better with my high school education and meeting all these other students at night school has helped me socially. It is something I will never forget.	1

Table XXVI continued:

CLASSIFICATION	COMMENTS	NUMBER
Full-time Workers		
Men	I am glad that I returned to school and finished, but it has not helped me yet. It is in the immediate future.	1
	I feel that high school had a direct reason for my being able to change jobs with a $3,000 per year increase in wages. We enjoyed the high school very much and are very proud to have our diploma.	1
Women	I feel it was a privelege to be able to complete my high school education. It was like the person who is given a second chance.	1
	I feel much more contented now that I have completed my high school. Also, I gained a great deal of knowledge in Government, and my learning how to type has been very beneficial to me. I would also like to add that my going to Adult Evening School and refreshing my memory on many things in Eng., Math, Hist., and Science has made it possible for me to help my own children, in many areas, with their homework. In my opinion the Adult Program is very good and I am proud to have been a part of it!	1
	The smartest thing I've done was to finish school. I still would like to take a few courses.	1
	I enjoyed Adult Evening School when I was there and sure missed it since I have been gone. I believe in my own mind that the Adult Evening School is one of the best programs Jackson County could have.	1
	I would love to take additional courses at the night school such as typing, sewing, cooking and many more if I lived in Maquoketa and my health permitted. I shall never regret having completed my high school course. I thoroughly enjoyed every minute of it and think it is a worthwhile project. I am really quite happy with my present job (wages especially). In these	

Table XXVI continued:

CLASSIFICATION	COMMENTS	NUMBER
Full-time Workers		
Women	times, jobs being quite scarce, I haven't tried for anything else. I feel that some day my husband (I have since married in 1971) and I will be moving to a different location and I will then try to prove myself.	1
	I do hope that other people who haven't had any high school or dropped out of school would take the opportunity to finish or further their education as I did. My time spent at school and all the time consumed doing homework was worth the sacrifice I had to make.	1
	Wish there was some kind of training for people disabled and cannot do manual labor. My husband is a high school graduate, but has a heart condition.	1
	My only regret is that I didn't have this opportunity at a younger age. I highly recommend adult education for anyone who has not had the chance to graduate from regular high school.	1
	I enjoyed going to night school and I think it is a very worthwhile project.	1
	I wish more college credit courses would be made available in Maquoketa in night school.	1
	I took two slimnastic classes at Preston.	1
	Keep the school going for others.	1
Unemployed		
Men		
Women	I am very glad I got the opportunity to complete high school. I only wish I had done it years ago. I feel a lot more sure of myself and my decisions to be more for my betterment than before.	1

Table XXVI continued:

CLASSIFICATION	COMMENTS	NUMBER
Disabled		
Men		
Women	Receiving my diploma after 30 years lapse was a great dream fulfilled for me and the friendliness of the teachers and counselor was superb. I shall cherish the memories of being a part of the Class of '69. A big thanks to Mr. X who encouraged me to attend. Thank you very much.	1

CHAPTER III

SUMMARY - CONCLUSIONS - RECOMMENDATIONS

Summary:

This four-year follow-up study of graduates of the Jackson County Adult Evening High School Completion Program is the third four-year study to be completed.

Involved in earlier four-year studies were the Classes of 1967 and 1968. This one involves the Class of 1969. To date, a total of two hundred and fifty-two adult graduates of these three classes have been the subject of four-year follow-up studies and responses to the questionnaires number two hundred thirty-~~one~~ three.

As has been stated earlier, we are attempting to measure the benefits received by these graduates as a result of attending and graduating from this adult high school program. These benefits should be present in the educational, social, and/or financial areas.

Each graduating class has been the subject of a one-year follow-up study and a four-year study as the appropriate amount of time passes. Results to date have been both consistent and encouraging.

The results of these studies, hopefully, might encourage more adults to participate in programs of this type and encourage the establishment of similar programs.

In addition, governmental and private agencies might be encouraged to support such programs financially by providing funds for the establishment and operation of these programs as well as for recruitment of adult students for these programs.

While adults can successfully complete their education in adult evening school programs, such programs are at best remedial steps. The causes of the dropout problem are not being resolved in these programs. Hopefully, local school districts will be concerned about the dropout problem to the point of actively finding solutions. This may involve revision of unwise school policies, curriculum, attitudes, etc., as well as experimental approaches to the problem involving course requirements, length of class periods, granting of credit, work experience programs, alternative schools, and many other yet undiscovered approaches.

Conclusions:

Upon the basis of the earlier one-year follow-up study and this current four-year follow-up study of the Class of 1969, I conclude that:

1. Adult graduates of this program have many productive years ahead of them to benefit educationally, financially or socially, and will remain in the Jackson County area long enough to repay the cost of their adult education many times over.
2. Being the head of a household, having family responsibilities was not an insurmountable barrier to their attending and graduating from this adult evening school, and need not be a barrier to most adults if the desire to complete high school is present.
3. A very substantial number of graduates of this class have entered the labor market from the role of housewife.

4. A significant number of job changes and promotions have occurred and affected nearly three fourths of those currently working part or full-time and although not all of these can be credited to the adult program, a substantial number of them can be so credited. Many of these financial benefits are cummulative.
5. The number of these graduates working full or part-time and reporting increased incomes represent at least a third of those working and receiving promotions or job changes as a result of graduating from the adult program.
6. Twenty-seven percent of this class has studied some additional subject(s) since graduation. Sixteen percent have studied post-high school subjects and eleven percent studied additional high school or interest subjects within four years of graduation.
7. Of those indicating a desire for more post-secondary training on the one-year follow-up of this class, sixty-one percent accomplished this goal between one and four years after graduation, and others may yet do so in the future.
8. Eighty-seven percent of those receiving training beyond the high school level indicated it would not or probably not have been possible to receive this additional training without first completing their high school education.
9. There is a tendency for graduates of this class to continue studying interest or high school subjects as well as advanced

education. Eleven percent of the graduates have studied interest or other high school subjects since graduating.

10. The number of respondents working full or part-time who are better off financially as a result of attending and graduating from the Adult Program ranges between 33-54 percent.
11. Nearly all of these respondents report being better off socially.
12. Attending and graduating from the adult program is worth the time and effort it takes to a large majority of these graduates both from a financial and social viewpoint.
13. One hundred percent of the respondents think the adult program is a wise investment of tax money.
14. Sixty-three percent of the respondents feel their knowledge was much improved, and thirty-five percent feel their knowledge was much improved, and thirty-five percent feel their knowledge improved some as a result of the adult program.
15. The additional comments illustrate the importance of social benefits to these graduates and social benefits should not be underestimated.
16. No "halo" effect is observable from a comparison of the responses of this class on the one and four-year studies.
17. Graduates of this class are as enthusiastic about this program four years after graduation as they were one year after graduation, if not more so.

18. Passage of time appears to increase the benefits received by these graduates. This is particularly apparent in educational and financial benefits.
19. Several have received multiple promotions and a few have experienced multiple job changes between enrollment and four years after graduation.

Recommendations:

Based upon the findings of this and earlier one and four-year studies of the adult graduates, the following recommendations are made:

1. That additional efforts be made to attract adult students to this and similar programs. All citizens have a financial investment in this program, and all indirectly benefit from a better educated community in innumerable ways. All citizens can help by encouraging potential adult students to complete their high school education.
2. The evidence indicates that graduates from programs of this type soon repay the cost of their adult education many times over. Therefore we would recommend that national, state, and local funds be made available to establish and operate such programs as well as to subsidize low income students where and when necessary. These programs should include basic, high school, continuing, and vocational-technical education programs.
3. Studies of the dropout problem should be made on local, state, and national levels. Knowing the numbers of dropouts is

not enough. We need to know "why" they dropped and what needs to be done to keep them motivated while in school.

4. That area schools and colleges expand the educational offerings to adults by providing college credit and vocational-technical courses, in the evenings, locally, with minimal enrollment requirements and at minimal costs.
5. That experimental and innovative ways of recruiting students to these programs be devised. This might include babysitting services, subsidies for attendance, transportation allowances, etc.
6. Local school districts attempt to resolve their dropout problems by experimenting with innovations in programs, curriculum, credit, work study, alternative classes, etc., as well as revision of unwise policies which may be contributing to the dropout problem.
7. That local districts make similar follow-up studies of their graduates which may help determine revisions needed, as well as help measure the relative success of existing programs.
8. The many "success" stories of these adult graduates be publicized to encourage enrollment in this or similar programs. This should be done both formally and informally through the media as well as through individual contacts.
9. That this adult program be continued as long as enrollments justify and/or it is replaced by another agency such as area or local schools.

10. That every effort be made to counsel students in regular junior and senior high schools to remain in school, as well as to be informed of the value and need of a high school education.

_____Yes, I would like a copy
of the results of this study.

Four-Year
Follow-Up Questionnaire
Graduates-Class of 1969
Jackson County Adult Evening High School

General Information:

Name: _____
(Last) (First) (Middle)

Present Age: _____ (Years) Sex: _____ (M or F)

Present Address: _____
(RFD-Box-Street)

_____
(City) (State) (Zip)

Head of Household: Yes ____ No _____

Marital Status: Single ____ Married _____
Divorced ___ Widowed _____
Separated _____

Check one classification below which best describes your present occupational status: (Please check only one)

Housewife (not working for wages) _____

Part-time worker (regularly work part-time) _____

Full-time worker (regularly work full-time) _____

Unemployed worker (temporarily out of work) _____

Disabled (cannot work) _____

Other classification not listed above (Please be specific) _____

_____

Example: If you are employed part or full-time and are also a housewife, check part or full-time worker. Housewife as used here, indicates you do not work for wages at all.

1. Are you employed at the present time? Yes _____ No _____

1a. If yes, is this employment part or full-time? Part-time _____ Full-time _____

1b. If yes, by whom are you presently employed? _____
(Name of Employer or Firm)

1c. If yes, give type of work or job description: _____

_____

2. Have you had any change in jobs or promotions on the job in the past five years as a result of attending and graduating from the Adult High School?
Yes _____ No _____

2a. If yes, how many job changes or promotions have you experienced during this five-year period?
Number of job changes _____ Of promotions _____

2b. If yes, have any of these job changes or promotions been a direct or indirect result of your completing high school?
Direct result_____ Indirect result_____ Not related__

2c. If yes, did your income increase?
Significantly ____ Some____ Little____ None____

3. Since graduating from high school four years ago, have you received any additional training or education beyond the high school level? Yes _____ No _____

3a. If yes, what kind of training or education have you undertaken?_____

_____

3b. If yes, where did you receive this training? (school, business, industry, or company)_____

_____

3c. If yes, would you have received this training if you had not completed high school? Yes _____ No _____ Probably not _____

4. Have you taken any additional high school or interest (non-credit) subjects since graduating four years ago? Yes _____ No _____

4a. If yes, which high school or interest (non-credit) subjects did you study after graduating?_____

4b. If yes, where did you take high school or interest (non-credit) subjects after graduating? _____

5. Are you better off financially today-than you were when you enrolled in the Adult Program (5 years ago), as a result of graduating from high school?
Yes _____ No _____

5a. If yes, how much better off financially? Much ____ Some ____ No better off____

6. Are you better off socially or personally (greater confidence, more pride, more self-esteem, more satisfied with life, better understanding of the world and others, greater achievement, improved attitudes, etc.) than you were when you enrolled in the adult program, as a result of graduating from high school? Yes _____ No _____

6a. If yes, how much better off socially or personally? Much_____ Some _____
No better off _____

7. Do you feel the time and effort you put into completing high school was worth it from a financial and/or social viewpoint? Financial Viewpoint: Yes___ No___
Social Viewpoint: Yes___ No___

8. Do you feel that the tax money used to sponsor the adult program was a wise investment of tax money? Yes_____ No_____

9. Do you feel that your knowledge (of whatever subjects you studied) was improved? Much_____ Some_____ None_____

10. Any additional comments that you may wish to make may be made here._____

_____

_____

_____

_+_____

_____

EXHIBIT B - FIRST LETTER
JACKSON COUNTY BOARD OF EDUCATION
Evening High School Completion Program

Administrator: James R. Gran
Counselor: Charles Lindgren
Phone: 652-3213

Court House
Platt Street
Maquoketa, Iowa

Dear Adult Graduate - Class of 1969:

Nearly four years have passed since your graduation and we hope that those four years have been exciting and rewarding to you.

Your class was unique in many respects. It was a large class, the second largest to graduate in this program. It was the only class to return the one-year follow-up study with a 100% return. It had a male enrollment of thirty-five men, the second largest group of male enrollees of any of our classes.

We again ask you to take part in a four-year follow-up study and hope that your class will again give us a 100% return.

Your participation in this study will help us evaluate the adult program in terms of long-term benefits, if any, in the lives of our graduates. Needless to say, we do not use individual names in the report - everyone becomes a statistic - but an important part of the whole study. The results of this study will be sent to the Educational Research Center for publication so that the results will be available to others interested in adult education.

We are particularly interested in a 100% return from your class, since we would like to combine the four-year follow-up studies of the classes of '67, '68, and '69 which will make a total of more than 250 adult graduates who have been a part of a four-year follow-up study. We do ask that you answer the questions completely and honestly, so that the results of the study will be as valid as possible.

If you would like a copy of the results of this four-year follow-up study of your class, just check the box at the top of the questionnaire and a copy will be set aside for you when the study is complete.

Please complete and return the questionnaire immediately. A delay means more unnecessary expense to our program, as well as a delay in summarizing and reporting the results to you.

Thank you for your considerate and prompt participation in this study.

Stop in to visit with us sometime. We would enjoy seeing and visiting with you.

Sincerely,

James R. Gran, Administrator

Enclosures
1 self-addressed stamped return envelope
1 questionnaire (3 pages)

EXHIBIT C
SECOND LETTER

JACKSON COUNTY ADULT HIGH SCHOOL COMPLETION PROGRAM
Courthouse
Maquoketa, Iowa 52060 Phone: 652-3213

Dear Graduate - Class of 1969:

Two weeks have elapsed since our 4-year follow-up questionnaire was sent to you. To date, we have not received your completed questionnaire. We miss and need your response!

We know that you want this study to be as meaningful and accurate as possible. You can help us reach this goal by returning your completed form as soon as possible.

In case you have inadvertantly misplaced or lost the first questionnaire, we are enclosing one along with another return self-addressed, stamped envelope.

Your participation in this study is most important, since many of the decisions affecting this and other programs may be based upon the results of this and other studies.

Won't you please take a few minutes of your time to complete and return this questionnaire?

Thank you, in advance, for helping us to complete this important study.

Very truly yours,

James R. Gran
Administrator

JRG:jm
Enclosures:
1 self-addressed, return, stamped envelope
1 questionnaire

EXHIBIT D

THIRD LETTER

JACKSON COUNTY ADULT EVENING HIGH SCHOOL COMPLETION PROGRAM
COURTHOUSE
Maquoketa, Iowa 52060 Phone: 652-3213

Dear Graduate of 1969:

Of the 100 adults who graduated with the Class of 1969, you are one of the few who have not returned their completed questionnaires.

Won't you please make the study 100% successful by completing the questionnaire now and returning it today?

Another form and return envelope is enclosed for your convenience.

Thank you for participating in this study and insuring our 100% return.

Sincerely,

James R. Gran
Administrator

JRG:jam
Enclosures:
1 self-addressed stamped envelope
1 questionnaire

ERIC Clearinghouse
APR 9 1973
on Adult Education